

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	Place date stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 AM 8:15 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Northside Independent School District	015-915		
Vendor ID #	ESC Region #	DUNS #	
1-74-6015904	20	069450716	
Mailing address		City	State ZIP Code
5900 Evers Road		San Antonio	TX 78238
Primary Contact			
First name	M.I.	Last name	Title
Brian	T.	Woods	Superintendent
Telephone #	Email address		FAX #
210-397-8770	Brian.woods@nisd.net		210-706-8772
Secondary Contact			
First name	M.I.	Last name	Title
Marta		Martinez	CONNECTIONS Program Coordinator
Telephone #	Email address		FAX #
210-397-8914	Marta.martinez@nisd.net		210-678-2994

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Brain	M.I. T.	Last name Woods	Title Superintendent
Telephone # 210-397-8770	Email address Brain.woods@nisd.net		FAX # 210-706-8772

Date signed

Signature (blue ink preferred)

[Handwritten Signature]
Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Northside ISD is the 4th largest school district in Texas consisting of 119 campuses and a student enrollment of 106,066, thus making the identification of students in homeless situations and the provision of support services challenging. The identification of students experiencing homelessness is key in ensuring that students and parents are aware of their rights and resources. The project's goals and purpose of the grant are to: increase the identification of McKinney-Vento Act-eligible students/families in order to provide support services and identify and address barriers to student enrollment, attendance and academic success through the implementation of activities. Activities were the result of a needs assessment that included feedback from parents, students, and school Counselors through the use of surveys and verbal communication. The needs that were identified and tied to the goals of the project are: 1) Students experiencing homelessness (including unaccompanied youth) need to be identified in order to receive support services that will meet their needs and address barriers to enrollment, attendance and academic success. 2) Students experiencing homelessness have a lower attendance rate than non-homeless students and need assistance that will facilitate regular school attendance. 3) Students experiencing homelessness (including unaccompanied youth) need increased access to academic and support services and programs so that they can achieve success. 4.) Parents and guardians need access to student attendance and academic status to ensure they can help them succeed through parental involvement. The project goals align with Northside ISD mission to provide innovative, high quality, diverse learning experiences for all students in an ever changing world. Northside ISD and the program will provide students, including unaccompanied youth, experiencing homelessness with support services that will help them achieve success.

According to Texas Education Agency (TEA), Northside ISD has a total of 54% economically disadvantaged students, 1.35% homeless students and, students who are both economically disadvantaged and homeless of 1.32% of the total enrollment. Given the landscape of the demographics, the budget development was guided by the purpose and goals of the proposed program, the needs to be addressed through activities and collaborations and use of Title I set-aside funds in order to maximize the effectiveness of the program goals and objectives. The grant budget includes funding for staff positions (Social Workers and Family Outreach Workers whose duties/job functions will facilitate the carrying out and documentation/data collection of Program activities. Coordination with Title I and other federal, state, and local programs will follow the supplement and not supplant provision to eliminate duplication of resources that will address findings in the needs assessment. The needs assessment process is a collective effort from various Northside ISD departments, parents and community stakeholders. It includes qualitative and quantitative data that is gathered and presented by a Northside ISD evaluator and the District's Homeless Education Liaison, whom determine the efficacy and improvement of the program. The purpose of the evaluation is to provide a comprehensive analysis, with clear benchmarks to monitor progress of the project activities, outcomes, collaborations, and a financial analysis. The Northside ISD Homeless Education Liaison will be designated as the Program Coordinator for the proposed program and will be referred as such in this application. Fiscal evaluation will occur at least quarterly and quarterly fiscal/expenditure updates will be available at the mid-year review. The evaluator will continue to provide program data and ongoing feedback to the Program Coordinator to ensure continuous improvement in the operation of the program and in gauging affirmations of success. The Program Coordinator is under the supervision of the Northside ISD Guidance and Counseling Department. The Program Coordinator will be responsible for the daily implementation of the program, overseeing staff, and managing the goals and objectives of the program.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Program Coordinator has over 20 years' experience working with children and youth and families living in and impacted by situations involving homelessness, poverty, foster care and similar environments and experiences. The Northside ISD Grants Department will work with the Program Coordinator to ensure requirements are being met, the project plan is adhered to, and the project remains in compliance throughout the grant funded period. The evaluator will ensure the fidelity of the data being reported for program effectiveness. The Program Coordinator will obtain feedback from campus staff throughout the grant year while working collaboratively to identify and address student needs. This feedback will be reviewed and incorporated into any program adjustments needed. Documentary evidence such as lists and number of students identified, service provision logs, student attendance rates, grades, graduation, promotion rates, student and/or parent contacts, outreach efforts, etc. will be used to track activity progress throughout the year. The program completely and accurately answers and meets all statutory and TEA requirements through the adoption of policies and procedures set forth by the Texas Association of School Boards. Northside ISD updates and reviews local policies to ensure that all statutory requirements are met.

Northside ISD is committed to serve the needs of students experiencing homelessness by providing innovative, high-quality, diverse learning experiences for all students in an ever-changing world. Title 1 funds will be set aside for the program on an annual basis but will fluctuate based on the per pupil allocation formula and the overall Northside ISD Title 1 allocation. Northside ISD and the Program Coordinator and staff will work with community partners to ensure continuous service provision.

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Schedule #6—Program Budget Summary

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015-915		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor		3-5	\$5,000
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker	1	1	\$76,181
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Family Outreach Worker		2	\$9600
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$90,781
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$22,172
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$22,172
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$112,953

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015-915		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Printing of Community Resource Guides for families, postage for mail outs/outreach/letters	\$1,200
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$1,200
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$1,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015-915		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$0
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015-915		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1031	.99%	
Identified homeless students	1040	.97%	
Students identified homeless with a 5A Crisis Code	67	.06%	
Students identified homeless with a 5B Crisis Code	1	0%	
Students identified homeless with a 5C Crisis Code	1	0%	
Attendance rate for identified homeless students	1040	93.73%	
Attendance rate for economically disadvantaged students	1031	96.3	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
48	70	111	88	81	97	91	82	89	80	55	44	43	61	1040

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To gain a well-rounded perspective of the needs of youth experiencing homelessness, we combined qualitative and quantitative data collection methods, using a human centered approach through which counselors and parents were principal actors in providing insights into their experiences and by providing ideas on improving our school district's response to student's needs. Qualitative analysis includes identification and reporting data entered upon student identification throughout the school year. The quantitative data is collected by the district and Program Coordinator office through coding in the Sungard/eSchool Plus database system. The process to be used in the identification and prioritizing of needs include this system is used to access student information including student demographics, participation in programs, academic and attendance data, etc. It will be used by the program staff to conduct periodic monitoring of student academic and attendance status. Qualitative analysis involves the collection and review of counselor and parent surveys that were completed in the 2017-2018 academic school year. The information yielded campus and household level observations of youth experiences and needs and their order of priority. This assessment process of examining feedback and district/program data, and the impact these needs have on the success of students experiencing homelessness resulted in the selection and prioritization of the needs contained in this application. The following needs in order of priority are: 1) Students experiencing homelessness need to be identified in order to receive support services that will meet their needs and address barriers to their enrollment, attendance and academic success; 2) Students experiencing homelessness struggle to attend school on a regular basis. District data indicates that this population has a lower attendance rate than non-homeless students; 3) Students experiencing homelessness need increased access to academic and support services and programs so that they can successful; 4) Parents/guardians need access to student attendance and academic status to ensure they can help them succeed through parental involvement.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students experiencing homelessness (including unaccompanied youth) need to be identified in order to receive support services that will meet their needs and address barriers to their enrollment, attendance and academic success.	NISD will utilize strategies for the identification of program students including a student residency questionnaire that allows the program to identify students throughout the year; students whom may be eligible for the program.
2.	Students experiencing homelessness (including unaccompanied youth) encounter barriers to regular school attendance. District data indicates that this population has a lower attendance rate than non-homeless students and need to attend school on a regular basis.	Program staff will work with students, families and district and campus representatives to identify and address attendance barriers.
3.	Students experiencing homelessness (including unaccompanied youth) need increased access to academic and support services and programs so that they can achieve success.	Program staff provides and coordinate with district and external resources to meet students' tangible needs. The program will address barriers for student success through the implementation of activities.
4.	Parents/Guardians need access to student attendance and academic status to ensure they can help them succeed through parental involvement.	Program staff will promote parental involvement by communicating with parents/guardians/students and providing information on how to access student grades and attendance data online.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Social Worker (1 FT, 1 PT)	Minimum qualifications include Bachelor's Degree in Social Work and 1-3 yrs. experience working in a school setting. Please note only one full time and one part time Social Workers are funded through the grant.
2.	Family Outreach Worker (2 PT)	Minimum qualifications include Bachelor's Degree in Social Work and 1-3 yrs. experience working in a school setting.
3.	Secretary	Minimum qualifications include a high school diploma, three years of secretarial experience, and six hours of college coursework. Please note this position is funded through Title 1.
4.	Homeless Ed. Liaison	Minimum qualifications include Master's Degree in Social Work and 1-3 yrs. experience working in a school setting. Please note this position is funded through Title 1.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identification of students experiencing homelessness	1. Fall semester information distribution to campuses	09/01/2018	10/01/2018
		2. Dissemination of program information to parents	09/01/2018	08/31/2019
		3. Key collaborators assist with identification efforts	09/01/2018	08/31/2019
		4. Mid-year review of number of referrals	01/01/2019	02/01/2019
		5. Spring semester information distribution to campuses	02/01/2019	03/01/2019
2.	Strengthen attendance in identified students	1. Identify students with transportation needs	09/01/2018	08/31/2019
		2. Provide school transportation to identified students	09/01/2018	08/31/2019
		3. Provide public transportation vouchers during processing period	09/01/2018	08/31/2019
		4. Monitor attendance rates throughout the academic year	09/01/2018	08/31/2019
		5. Provide training to campus	09/01/2018	08/31/2019
3.	Increase access to supplemental academic support	1. Identify student academic support services at campus	09/01/2018	08/31/2019
		2. Provide students with tutoring opportunities	09/01/2018	06/01/2019
		3. Accessibility to all campus organizations and dept.	09/01/2018	08/31/2019
		4. Point of contact will review and address changes	09/01/2018	08/31/2019
		5.		
4.	Increase parent communication	1. Provide information on online parent portal	09/01/2018	08/31/2019
		2. Provide information on additional community resources	09/01/2018	08/31/2019
		3. Monitor & check throughout the year contact information	09/01/2018	08/31/2019
		4. Provide program brochure	09/01/2018	08/31/2019
		5. Provide information on rights and resources	09/01/2018	08/31/2019
5.		1.		
		2.		
		3.		
		4.		
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program staff and team members will ensure that program goals and objectives are met and that the program stays within the planned budget throughout the grant period. The Homeless Liaison/ Program Coordinator will be responsible for the daily implementation of the program, overseeing staff, and managing the goals and objectives of the program. The Northside ISD Grants Department will work with the Homeless Liaison to ensure requirements are being met, the project plan is adhered to, and the project remains in compliance throughout the grant funded period. Staff will have opportunities to interact, provide feedback, and determine if the program is being implemented effectively. The Program Coordinator will obtain feedback from campus staff throughout the grant year. This feedback will be reviewed and incorporated into any program adjustments needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NISD Title 1 and existing campus programs all work in conjunction to ensure that all students' needs are identified and addressed. The communication between Title 1 and the program will allow for a more streamline implementation of services to students. Title I, requires school districts to reserve sufficient Title I funds to provide services to students experiencing homelessness that are comparable to those provided to students in Title I schools. These services may include providing educationally related support services to children in shelters and other locations where children experiencing homelessness may live. Homeless set-aside funds are used to provide comparable services to students experiencing homelessness who do not attend a Title I school, but also provide services to students experiencing homelessness, including those attending Title I schools, that are not ordinarily provided to other Title I students, including funding the transportation to and from the school of origin.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review program activities, timelines, and projected outcomes	1.	Program level data collection
		2.	Monitoring guided by the collection measures
		3.	Initial evaluator feedback
2.	Evaluate activity timelines and outcomes in preparation for Mid-Year Reporting	1.	Program level data collection
		2.	Monitoring guided by the collection measures
		3.	Feedback provided to program staff
3.	Prepare for Final Evaluation Report; summarize progress made and changes for next year	1.	Program level data collection
		2.	Monitoring guided by the collection measures
		3.	Summative program impact/outcomes
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program has a designated independent evaluator through NISD Testing & Evaluation Dept., to ensure the successful attainment of goals. They maintains various databases regarding accountability, school climate, and student outcomes, and utilizes numerous analytical software tools to measure and report program effectiveness. The evaluator has extensive expertise in data collection, data analysis, qualitative and quantitative research, survey design, and overall research design. The evaluator does not directly participate in the program and will oversee all aspects of data collection and analysis throughout the grant term. The evaluation plan will adhere to the ethical standards of the American Educational Research Association and The Program Evaluation Standards established by The Joint Committee on Standards for Educational Evaluation. The evaluator conducts on-going and frequent formative assessments of the program to provide critical information about the program. The evaluator meets with the liaison and the grant manager regularly to document the current state of progress and to provide specific feedback to all stakeholders. The purpose of the evaluation is to provide a comprehensive analysis, with clear benchmarks to monitor progress of the project activities, outcomes, collaborations, and a financial analysis. The strength of these formative evaluation assessments lies in the consideration of data from multiple sources rather than a reliance on data from only one source or a singular data collection method. Each information source is selected based on its ability to inform the evaluator as to the state and health of the program. The evaluation strategy is composed of two tiers of data collection and analysis that both measure the implementation and effectiveness of the program and summative evaluation as reported in the Final Yearly Report. By design, the evaluation plan focuses on both the process and the outcome aspects of a program using a combination of quantitative and qualitative data. Reports will comply with all evaluation and formatting requirements and timelines. The evaluator will continue to provide program data and ongoing feedback directly to the program staff to ensure continuous improvement in the operation of the program and in gauging affirmations of success. All reports and recommendations submitted by the evaluator for this program will be used to refine, improve, and strengthen the program. The evaluator provides ongoing evaluation technical assistance to the program staff to maintain the fidelity of the program design and assist the program staff in adhering to program regulations and requirements. Fiscal evaluation will continue to occur at least quarterly and quarterly fiscal/expenditure updates will be available at the mid-year review.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Outreach/ dissemination of program information; select partners will assist with identification of program students	700	Campuses, shelters, community sites	Program Coordinator & Family Outreach Workers will collect participant logs; copies of flyers/brochures/poster displays; contact logs	1
Consultation with students and/or their parents and campus representative regarding student attendance gaps.	150	Campuses; Office (phone calls); locations where students/families are living	Program Coordinator & Family Outreach Workers will retain student file documentation and/or forms.	2
Supplemental academic support services to include tutoring and/or homework assistance programs.	30-40	Shelter, Campuses, and/or sites readily accessible to students	Program Coordinator & Tutors will monitor grades; student sign-in sheets for each session and timesheets for tutors	3
Support services will be provided such as: transportation, school materials and referrals to district and community resources.	500	Shelter, Campuses, and/or sites readily accessible to students	Program Coordinator & Family Outreach Workers will compile service logs; student file documentation	3
Program staff will communicate with parents/guardians to provide information on how to access grades & attendance data	150	Program Office	Program staff will document communication in student files	4

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Northside Independent School District Director of Guidance and Counseling Dept.	Provide support services; mental health service coordination; transition of credits
2.	Northside Independent School District Transportation Department	Transportation for in-district and out-of district students to their schools of origin
3.	Northside Independent School District Child Nutrition Program	Ensure that all homeless students receive free breakfast/lunch meals
4.	Northside Independent School District School Age Parent Program	Assist with identification & referral of homeless pregnant/parenting teens; support services
5.	Northside ISD Learning Tree-21 st Century Community Learning Centers	Assist with identification & referrals of homeless students; accept referrals to program, scholarship enrollment for tuition based programs
6.	Northside ISD Title I/State & Federal Programs Director	Coordinate efforts to identify & address needs of homeless students & provide set-aside funds
7.	Northside ISD Pupil Personnel Department (Attendance Office)	Assist with identification of homeless students
8.	Communities In Schools-San Antonio	Refer & accept referrals of homeless students; continuing education, health and social services, career awareness and enrichment activities
9.	Family Violence Prevention Services	Emergency shelter, legal assistance, case management, support groups, adult and children's counseling and primary medical care.
10.	South Alamo Regional Alliance for the Homeless	Provide avocation for housing and supportive services for families and youth
11.	Harlandale Independent	Assist with school of origin transportation and identification of students
12.	Edgewood Independent School District	Transportation assistance to school of origin, identification & enrollment services, collaboration with legislative updates
13.	San Antonio Independent School District	Provide transportation to school of origin; make referrals; route bus incident reports
14.	North East Independent School District	Transportation collaboration; provide mutual support
15.	Education Service Center, Region 20	Provide updates & resources for students/families; host homeless liaison meetings & conferences

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campuses provide incoming families with Student Residency Questionnaire (SRQ) during the student enrollment period. Based on the responses on the SRQ, the documentation is submitted to the Program Coordinator's office for review and follow up by project staff to make final eligibility determination. The project secretary enters the student's homeless status in the PIEMS data base. Once eligibility is established the Family Outreach Worker will ensure that they receive the support services that are needed. Support services include transportation, child nutrition services, provisions of essential school items and referrals to district and community resources.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project ensures parents are fully informed of the enrollment options and educational opportunities available to their children. Provide parents with meaningful opportunities to participate in the education of their children. Project staff provides parents information about the districts parent portal (Home Access Center), to enable them to be involved and aware of their children's education. This system allows parents to remain connected to their child's daily school activities, grades, classes, attendance and serves as a communication platform between families and the school.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Program Coordinator's office maintains a point of contact at each campus to streamline communication. The point of contact, typically a professional school counselor, are informed and have access to student's academic and attendance data. The campus staff works closely with the part time Family Outreach Worker to identify attendance and academic patterns. The Family Outreach Worker follows up with students to meet their academic and attendance needs. Northside ISD offers services to homeless students that are offered to non-homeless students, including transportation services and educational services for which the student is eligible (e.g., before and after school programs; programs for students with limited English proficiency LEP/ESL/ELL), programs for gifted and talented students, special education, etc.).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Title I Director and Program Coordinator will maintain communication through regular meetings, emails, and phone calls to ensure that the needs of students in homeless situations are identified and addressed. The Program Coordinator ensures that a member of the Campus Improvement Plan Committee at each respective campus is aware of the students who are in homeless situations by providing a list to ensure that the students receive support services. The Campus Improvement Plan looks at all students to identify and target needs and formulate a plan of action to meet those needs. The Program Coordinator maintains contact with a member of the Campus Improvement Plan Committee.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$85,000	These funds were used to acquire one full time Family Outreach Worker, support staff, supplies and materials, and local travel for the Family Outreach Worker.
Planned Set-Aside for 2017–2018	\$60,100	These funds are used to acquire one full time Family Outreach Worker, support staff, and local travel for the Family Outreach Worker.

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Given the reduction of Title I funds, NISD elected to adopt a per pupil allocation formula for the program. The Title I Director takes the estimated allocation for an academic year and divides it by the total district enrollment to identify a per pupil allocation. The per pupil allocation is then multiplied by the number of homeless students reported on the January PEIMS system. The final amount is the Title I allocation that is set aside for the CONNECTIONS program. Title I funds will strengthen the proposed project and improve services by providing staffing support by funding two full time positions to work exclusively with students in homeless situations and assist with the identification, needs assessment and service delivery. The Program Coordinator and program secretary are able to access Title I set-aside funds through the District's business and accounting electronic systems. Funds will be designated and available for use through the processing of purchase orders and following District policies and procedure.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School staff identifies and refer students in homeless situations to the Program Coordinator's office year-round. Community agency representatives refer students and families for program services. Outreach efforts are made through distribution of program brochures, poster displays at campuses, participation at school information fairs. School counselors are campus points of contact for the program and are in place at all District campuses. These points of contact are familiar with the McKinney-Vento program and the services available to students in homeless situations and their parents/guardians. The points of contacts receive training and are equipped with resources such as supplies and information on site. Communication and referrals are made to the Program Coordinator's office for additional follow-up.

Students new to the District and those returning after summer break receive a Student Residency Questionnaires to be completed by parents. The forms are returned to the school and faxed to the Program Coordinator's office for follow-up. The form request parents and/or guardian list the names and ages of all their children. This allow the identification of any preschool age children. If a preschool child is identified the parents and/or guardians are informed of eligible programs.

Brochures and posters with McKinney-Vento Act information (eligibility, rights, and resources) are distributed and displayed at schools and community sites to identify students not enrolled in school. The Program Coordinator also participates in the Continuum of Care and the Unaccompanied Youth Task Force group and networks with service providers. Northside ISD has designated a name for the McKinney- Vento project called the *Connections Program*. The website for this project is maintained in order to provide information to the public regarding the resources available.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information and training to service providers includes the identification of children, youth and families in homeless situations, their needs, rights, and resources under the McKinney-Vento Homeless Education Act. Contact information for local homeless education liaisons, services available to students and their families including transportation, child nutrition, supplemental academic support, and referrals to District and community resources will be provided.

Presentations, consultation, information packets and the online training modules that contain McKinney-Vento Homeless Education Act information and the rights and resources of the homeless students and their parents are available to District staff.

The Program Coordinator presents program information to the following groups:

- Title I Advisory Council,
- District's Attendance Secretaries,
- School Counselor meetings,
- District's Social Service Providers Group consisting of Social Workers,
- Community Liaisons,
- Campus Juvenile Probation Officers,
- and Communities In Schools staff.

The Program Coordinator attends the local Continuum of Care meetings. Networking with homeless service providers facilitates the identification of homeless students and the coordination of services. The partners refer families with children who seek services through their programs via phone or referral forms provided. Referral forms (Public Education Needs- Community Service Provider Referral Forms) that include parent contact information and children's names and schools are faxed to the Program Coordinator's office for follow-up.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program staff will work with students, parents and guardians to identify and address student academic gaps. Factors such as high mobility, changes in schools or curriculum and/or graduation requirements that students experienced in the past may have contributed to any current learning gaps that need to be addressed. Staff will use strategies that will ensure that students have the opportunity and supports they need to complete assignments, increase their grades, pass their classes, advance to the next grade level, obtain or recover credits, and graduate. Staff will work in conjunction with campuses, to include counselors, at-risk coordinators, assistant principals, and teachers, to review student academic needs. At initial program participation Program staff will access student demographic information including student participation in other programs such as Bilingual, Migrant, Gifted and Talented, Special Education, School Age Parent Program, etc. and will review grade level to see if students are on target.

As a new student is identified, the Family Outreach Worker reviews caseload and monitors grade progression and attendance. Family Outreach Worker will meet with counselor to discuss new students and to advocate for placement in school based programs. The Family Outreach Worker will ensure that they monitor student progress before the end of the grading period to make needed adjustments.

Every campus has a designated point of contact, the counselor, whom have access to student performance, grades and any support service's needs. The Northside ISD Guidance and Counseling Department provides a comprehensive developmental program addressing the whole child to maximize academic achievement, social and emotional development, and post-secondary college and career readiness. The counselors and the Program Coordinator staff work in conjunction with community partners to provide resources to students and families.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-915

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Program Coordinator and staff will review transcripts, graduation plans, credits, and missing assignments so make sure students' academic needs are being addressed. Students that require a more self-paced and flexible learning environment, the program staff works in conjunction with the Northside ISD Chavez Excel Academy. The Excel Academy offers students the opportunity to have a truly unique educational experience. Recognizing student diversity and individual educational needs, Excel Academy utilizes "on-line" instruction and relevant application of the curriculum to give students an optimal high school education and foster a lifelong love for learning.

The Family Outreach Workers also will meet with students (unaccompanied youth) during campus visits to assess their overall needs. They also communicate with parents to address and resolve barriers through available resources. Parent involvement is key in the success of students, as they often relay additional needs to program staff that students may omit. Throughout the academic year the program staff will request data, including but not limited to, attendance and graduation rates. This information is reviewed for any identifiable trends to make adjustments and ensure an effective program delivery.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-915

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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